

COEUR d'ALENE CHARTER ACADEMY

Sponsoring District: Coeur d'Alene

LOCATION: Coeur d'Alene	OPENING DATE: September 1, 1999
GRADE LEVELS 7-11 in 2000-2001 (expanding to include 12 th in 2001-2002)	STUDENT/FTE TEACHER RATIO: 16
ADMISSIONS POLICY: Siblings of students already accepted or attending the Academy will be accommodated. If more students apply than there are openings available, one or more lotteries will be conducted. Preference is given to students who reside in School District 271, followed by those who reside in Kootenai County, and then beyond. Only those students who have already been admitted to the Charter Academy and their siblings are excluded from the lottery. All students whose applications were filed by a particular application deadline will be separated by grade and entered into a lottery. A drawing of names by grade will be held until all spaces are filled. The names of those students not drawn will be entered into subsequent lotteries through August 31 for the upcoming academic year. The number of openings per class will be decided by the principal and board of directors based on school configuration needs.	
STUDENT ORGANIZATION: Traditional grade level configuration with the exception of foreign language and math, which are organized by skill level, and art and choir, which are multigrade.	
FACILITY: Leased business space and two portables. All handicap accessible. The facility meets basic needs. Relocation currently being evaluated. <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary	
STUDENT PROFILE: Do not track or not available at this time	
MISSION: It shall be the mission of the Coeur d'Alene Charter Academy to prepare young men and women for successful adulthood through rigorous, content rich, academic education. Coeur d'Alene Charter Academy will graduate responsible citizens who possess the ability to compete internationally. Coeur d'Alene Charter Academy exists in order to promote and implement academic excellence in our student body. Further, we seek to insure that our graduates are knowledgeable and proficient users of language so that they may; succeed in school, participate in our democracy, find challenging work, appreciate and contribute to our culture, and pursue their own goals and interests as independent learners throughout their lives.	
SCHEDULE ADJUSTMENTS: (<i>daily schedule, calendar, etc.</i>): In 2000-2001, started one week earlier than local school district and will end two days later.	

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input type="checkbox"/>
	Character Instruction	<input type="checkbox"/>	Multiple Intelligences	<input type="checkbox"/>
	Core Knowledge	<input checked="" type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input type="checkbox"/>
	Hands-On	<input type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input type="checkbox"/>	Project Based	<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: College prep curriculum			
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input type="checkbox"/>
	Test of Achievement and Proficiency	<input checked="" type="checkbox"/>	Individual Education/Learning Plans	<input type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input type="checkbox"/>
			TerraNova Performance Assessments	<input checked="" type="checkbox"/>
Describe how, if at all, your school uses standardized tests for formative purposes: Identify significant skill deficiencies and address individually in classroom				
Award/Honors offered to students: Honor Roll and Character Awards				

STUDENT ACHIEVEMENT DATA

(Please refer to instructions)

1999-2000 (7th-10th grade)

Required Achievement Test	Grade Level
ITBS	7 th & 8 th
TAP	9 th & 10 th
DWA	8 th
DMA	8 th
TerraNova Performance Assessment	7 th – 10 th

2000-2001 (7th-11th grade)

Required Achievement Test	Grade Level
ITBS	7 th & 8 th
TAP	9 th , 10 th , & 11 th
DWA	8 th & 11 th
DMA	8 th
TerraNova Performance Assessment	7 th – 10 th

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Information Source
♦ To refine our student's academic skills including reading, writing, speaking and thinking and to advance their knowledge of the major disciplines of language arts, mathematics, science and history.	Exceeded Met Partially Met Did Not Address	Offering classes in all areas at every grade level
♦ To teach the traditions and values of past and present civilizations.	Exceeded Met Partially Met Did Not Address	86% of students obtained a C or better 3 rd quarter 2000-2001; 61% of students obtained an A or B.
♦ To instill an appreciation of the fine arts of music, art and drama.	Exceeded Met Partially Met Did Not Address	Added art, choir, and band in 2000-2001

GOVERNANCE

		Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed	Responsibilities of each individual			
School Board	P	S	ST	CM	2 ½ yrs	E	A	Board Chairman; Scholarship Committee Chair Finance/Planning Committee Chair; Fundraising Chair Board Secretary/Treasurer; Acad. Excellence Comm Chair Vice-Chairman of Board
	P	S	ST	CM	2 ½ yrs	E	A	
	P	S	ST	CM	2 ½ yrs	E	A	
	P	S	ST	CM	2 ½ yrs	E	A	
	P	S	ST	CM	2 yrs	E	A	
	P	S	ST	CM	1 yr	E	A	
	P	S	ST	CM	8 mos	E	A	
	P	S	ST	CM	8 mos	E	A	
	❖ Number of board members that are current business partners of school personnel: 0							
	❖ Number of board members related to school personnel: 0							
	❖ Frequency of board meeting: Once a month							
	❖ General meeting times: 7 p.m., third Wednesday of the month							
	❖ Describe how meetings are posted to the public: Entrance to building, local papers, & reader board							
			Length of time in current position	Also teaches in classroom		Responsibilities of each individual		
Administration	Principal		10 months	Y N		Oversees all school operations; provides guidance counseling; teaches one class		
	Academic Dean		10 months	Y N		Curriculum and teaching staff; teaches 5 English classes		
	Dean of Students		13 months	Y N		Student discipline, parent communication, and internal and external public relations; teaches 5 science classes		
	Name	# Parents	# Staff	# CM	Responsibilities of each committee			
Committees	Scholarship Finance/Planning Fundraising Academic Excellence Academic Student Body	*	*	*	Provide financial information for college-bound students Oversee the Academy’s finances and assist with planning Oversee fundraising endeavors underway on behalf of Academy Assist the Academy in meeting its objectives Student body representatives (9 students)			

*The number of parents, staff, and community members varies on each committee from meeting to meeting.

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$4940	\$5900
Operating Budget	\$989,000	\$1,265,828
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input checked="" type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other _____</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified <i>No response given</i></p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p>Enhancement</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input checked="" type="checkbox"/> Local Tax Revenues \$ _11,700</p> <p><input type="checkbox"/> Grants \$ _____</p> <p><input checked="" type="checkbox"/> Donations \$ _8,300</p> <p><input type="checkbox"/> Other _____ \$ _____</p> <p>Additional Federal Funding:</p> <p>◆ Students identified</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Debt	None stated	N/A

OTHER	1999-2000	2000-2001
Student Attendance Rate	Estimated daily: 95%	Estimate daily: 95%
Student Discipline		# suspensions to date: 11 (as of 4/16/01) % of students: 5% # expulsions to date: 0 (as of 4/16/01) % of students N/A # of referrals to date: 86 (as of 4/11/01) % of students 21%
Student Enrollment	Total: 200	Total: 208 (as of 4/16/01) Waiting List: N/A
Number of Students Leaving Mid-Year	#: 50 Reasons For Leaving: Not stated	#: 32 to date (as of 10/00 to 4/20/01) Reasons for Leaving: # Dropped out: 1 #Transferred: 29 #Unknown: 2

	OTHER <i>cont.</i>	1999-2000	2000-2001
High School Only	Dual Enrollment	None	<i>Academic</i> 1% In College
	Program Participation		% taking college entrance exams: 42% of 11 th graders took SAT in 2000-2001 to date
Staff Development Opportunities		Summer training institutes for teachers, writing workshops for English teachers, and participation in state and national conferences.	Summer training institutes for teachers, A/P and critical thinking workshops, and participation in state and national conferences.
Teacher Qualifications		# FT: 11 # PT: 2 # Special Ed Endorsements: 0 # Non-Certified Giving Instruction: 1 Avg. Teaching Experience: 7 Years # with MA Degree: 3 # Teaching In Areas Outside Endorsements: 0	# FT: 13 # PT: 2 # Special Ed Endorsements: 0 # Non-Certified Giving Instruction: 1 Avg. Teaching Experience: 8 Years # with MA Degree: 4 # Teaching In Areas Outside Endorsements: 2
Number of Departing Staff		#: 3 Reasons For Leaving: Philosophic Differences	#: 0

OTHER <i>cont.</i>	1999-2000	2000-2001
Parent Involvement	<p>Hours: <i>None stated</i></p> <p>Types Of Involvement: Parent Volunteer Organization established. Produces a newsletter, assists with fundraising, serves on the Board of Directors, and helps with school facilities.</p>	<p>Hours/month: Two plus hours per mo.</p> <p>Types Of Involvement: Parent Volunteer Organization (PVO); two parents provide tutoring; six parents on staff appreciation committee</p> <p>Estimated number of parents participating: Approx. 10 participate in PVO</p>
Transportation		<p>Drive/Are driven in private cars: 98%</p> <p>Public transportation: 2%</p> <p>School bus/District transport:___%</p> <p>Walk/Bike:___%</p> <p>Other:___%</p>
Lunch Services		<p>Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p># times per week: 2</p>
Other Student Services		<p>Counseling <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district</p> <p>Special Education <input type="checkbox"/> On site <input checked="" type="checkbox"/> Through district</p> <p>After School Programs <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district</p>

